

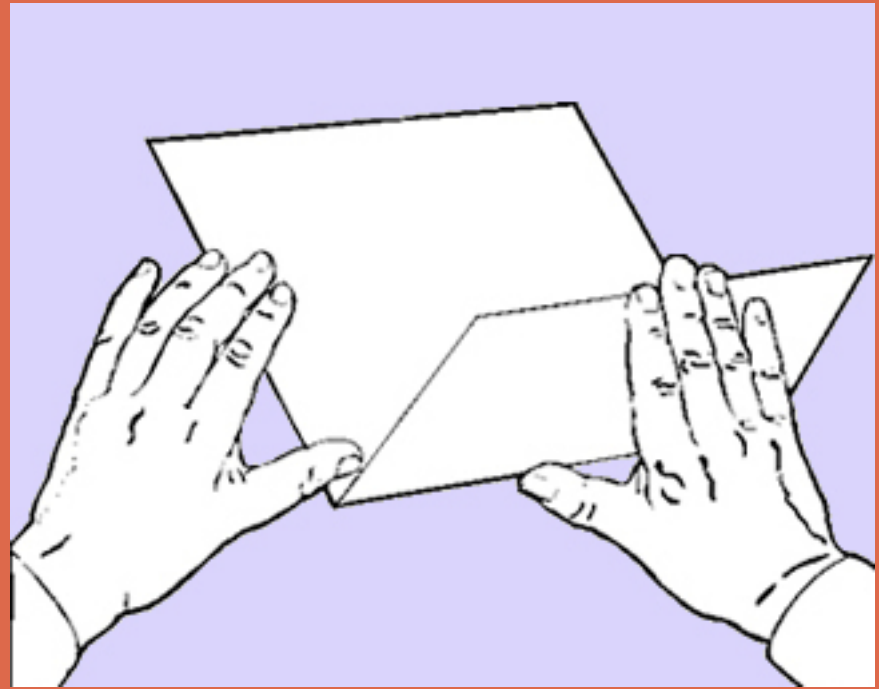
# BULLYING PREVENTION & EMOTIONAL INTELLIGENCE

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# Outline

- Introduction Participatory Activity
- Foundational Grounding
  - Current scope of bullying prevention work: national perspective
  - Introduction to “emotional intelligence”
  - Connections between emotional intelligence and bullying prevention
- Integrating bullying prevention and emotional intelligence into PBIS and MTSS structures
  - Identifying best practices
  - Local examples – participatory share out



# GROUP ACTIVITY

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# My orientation to this work

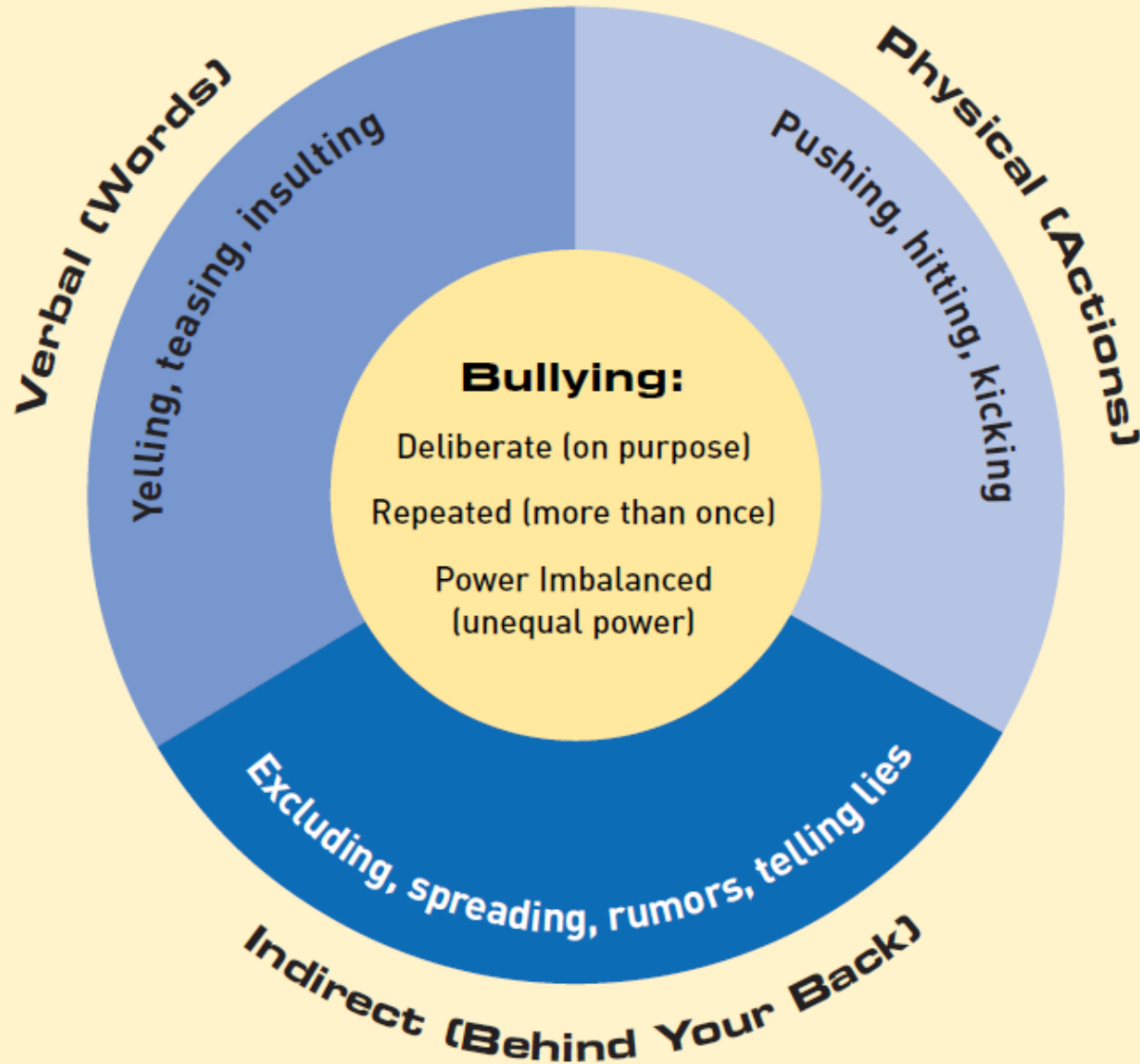
- Public Health Prevention Scientist
  - School based health promotion and community interventions
- Research, Policy, Evaluation and Education
  - VT Advisory Council on Hazing, Harassment and Bullying
- Pre-service and In-service professional development
  - EDHE 150 – University of Vermont, Department of Education
- Inter and TRANS-disciplinary focus



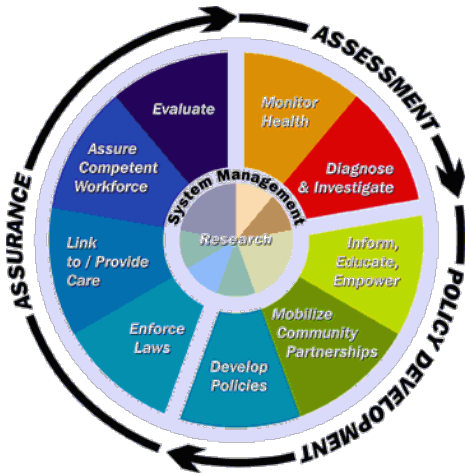
# Free Write

- Take 5 minutes
- Write down your own definition of bullying
  - Or consider What is NOT bullying?
- Free associate and behaviors or words that you think of when you hear the word **“bully”** or **“bullying”**
- [What is Bullying?](#)

# What Is Bullying?



# Bullying in the National Spotlight: Bridging Education & Public Health



[stopbullying.gov](http://stopbullying.gov)

AERA bullying prevention

# Bullying Behaviors are not Fixed Character Traits

- Bullying behaviors are behaviors; bullying is not a fixed character trait.
- Individuals can engage in bullying behaviors in some contexts and not others, or at some moments and not others; similarly, individuals can be negatively impacted by the bullying behaviors of others in some contexts and not others.





# VT Legal definition: Bullying is . . .

- Any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or groups of students and which:
  - (A) is repeated over time;
  - (B) is intended to ridicule, humiliate, or intimidate the student; and
  - (C) (ii) does & does **not** occur during the school day on school property, on a school bus, or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

# VT Legal definition: Harassment is . . .

- An incident or incidents of verbal, written, visual, or physical conduct, including conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

# Continuum of Behaviors



## Generic bullying and harassment



### Rude, disrespectful behavior

#### Single incidents of:

- Ignoring someone
- Talking down to someone
- Making faces at someone
- Rolling your eyes at someone
- Sneering at someone
- Laughing at someone
- Calling someone a derogatory name (not related to a protected category)

### Bullying (legal definition)

#### Student to student ONLY

#### For **ANY** reason:

- Weight
- Clothes
- Where you live
- Height
- Age
- Hair
- Socioeconomic status

Happens over a period of time and is repeated

Need to look at the **intent** of the alleged bully

Includes off-campus cyberbullying as of May 2011

**HOWEVER**, if there is overt reference to a student's protected category status, treat the incident as possible harassment

### Harassment (legal definition)

#### Student to student AND between students and adults

Based on **ACTUAL OR PERCEIVED** student's or student's family member's membership in a protected category:

- Race
- Creed (religion)
- Color
- National Origin
- Marital Status
- Sex
- Sexual Orientation
- Disability
- Gender Identity

Includes off-campus cyberharassment as of May 2011

Happens over a period of time and is repeated OR a single severe incident

Need to also look at **impact** of alleged conduct on the target

### Criminal behavior

#### Can include:

- Physical/sexual assault
- Hate crimes
- Disorderly conduct via electronic communications
- Cyberstalking

A school can contact the police or advise parents to contact the police but the school should also do its own investigation of bullying or harassment complaints that may have a criminal element.

Defer to police and/or DCF investigations (legitimate reasons for delaying start of a harassment investigation)

1 in 3 American youth report being  
bullied

# Bullying Across Development

## Elementary

33% of elementary school students bullied at school

20% of Kindergarten students report being bullied

## Middle

Nationally, 30% of MS students report being bullied

In VT, **48%** of MS students bullied on school property

## Highschool

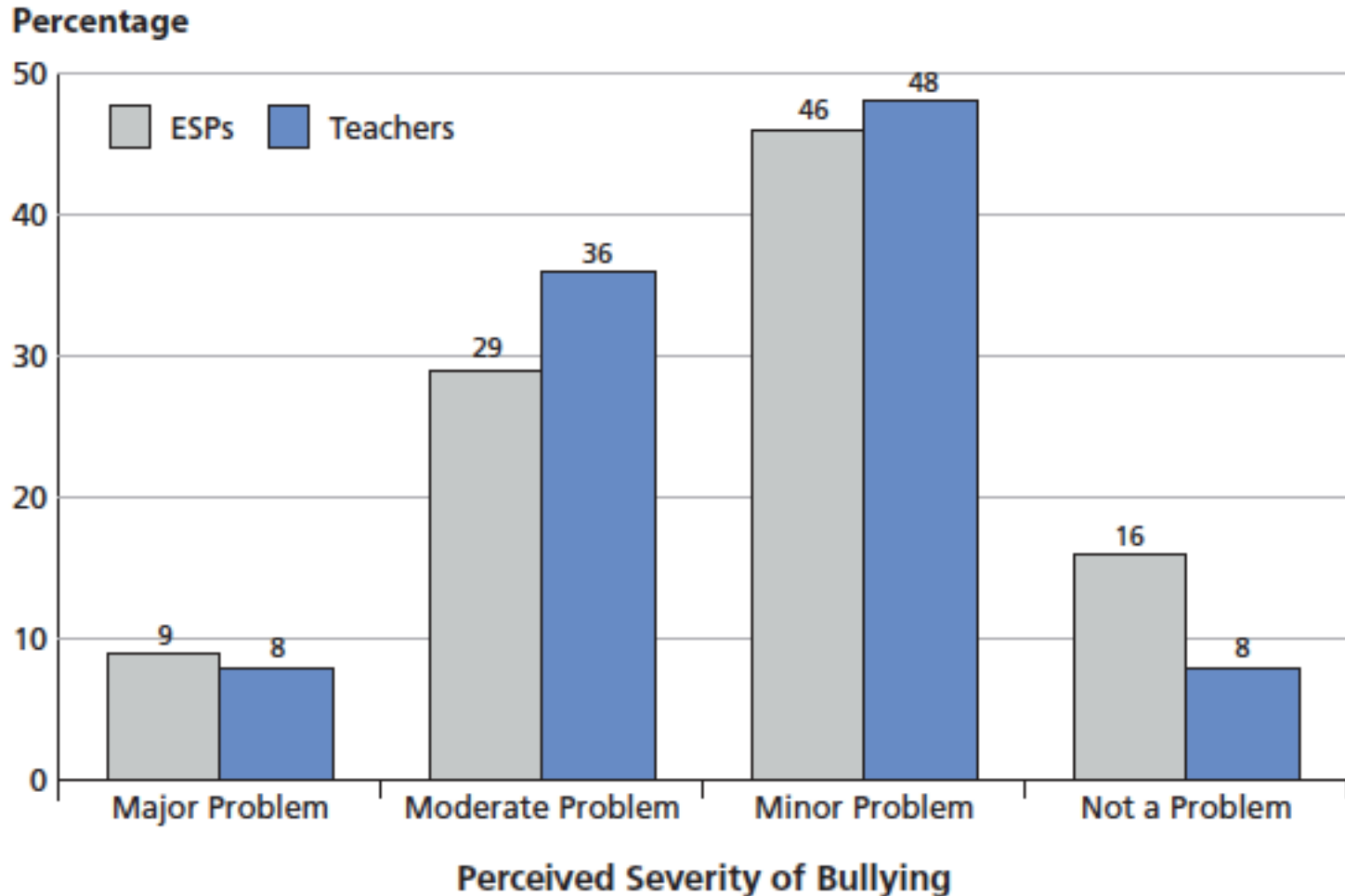
Nationally, 20% of HS students bullied on school property

In VT, **27%** of HS students bullied on school property

**How are folks in schools thinking  
about bullying?**

# What are school staff saying?

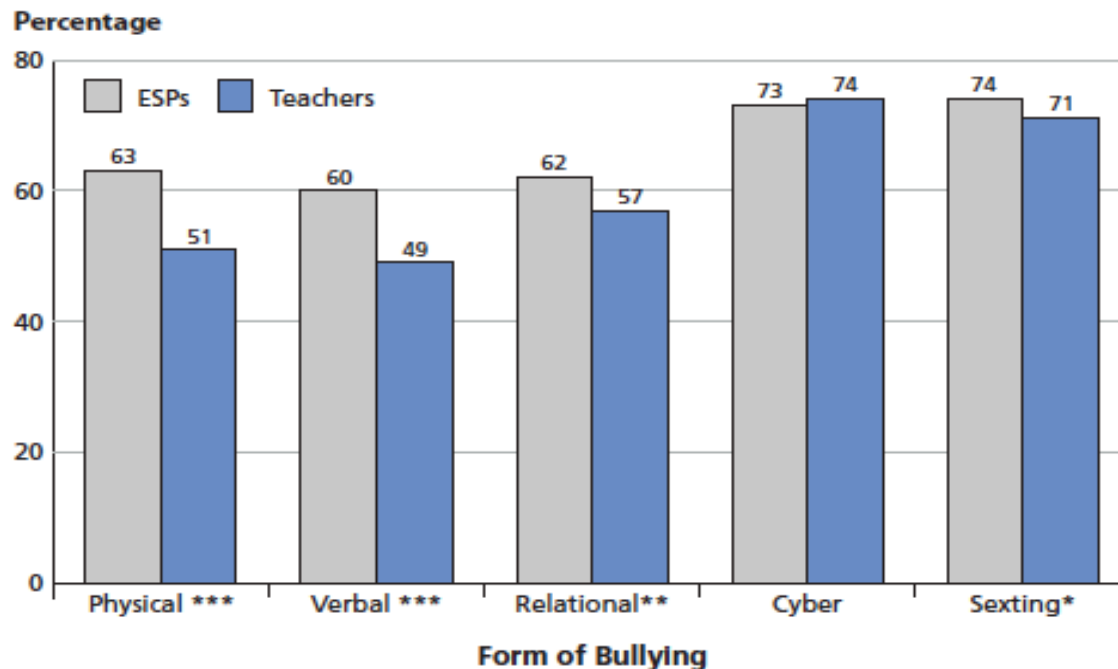
Figure 1. Percentage of Staff Perceiving Bullying as a Problem



# Teacher & School Staff Training Needs

- 91% of teachers feel that it is their job to intervene
- 90% of school staff said that their school had a policy on bullying but only **54% indicated that they had received training on that policy**

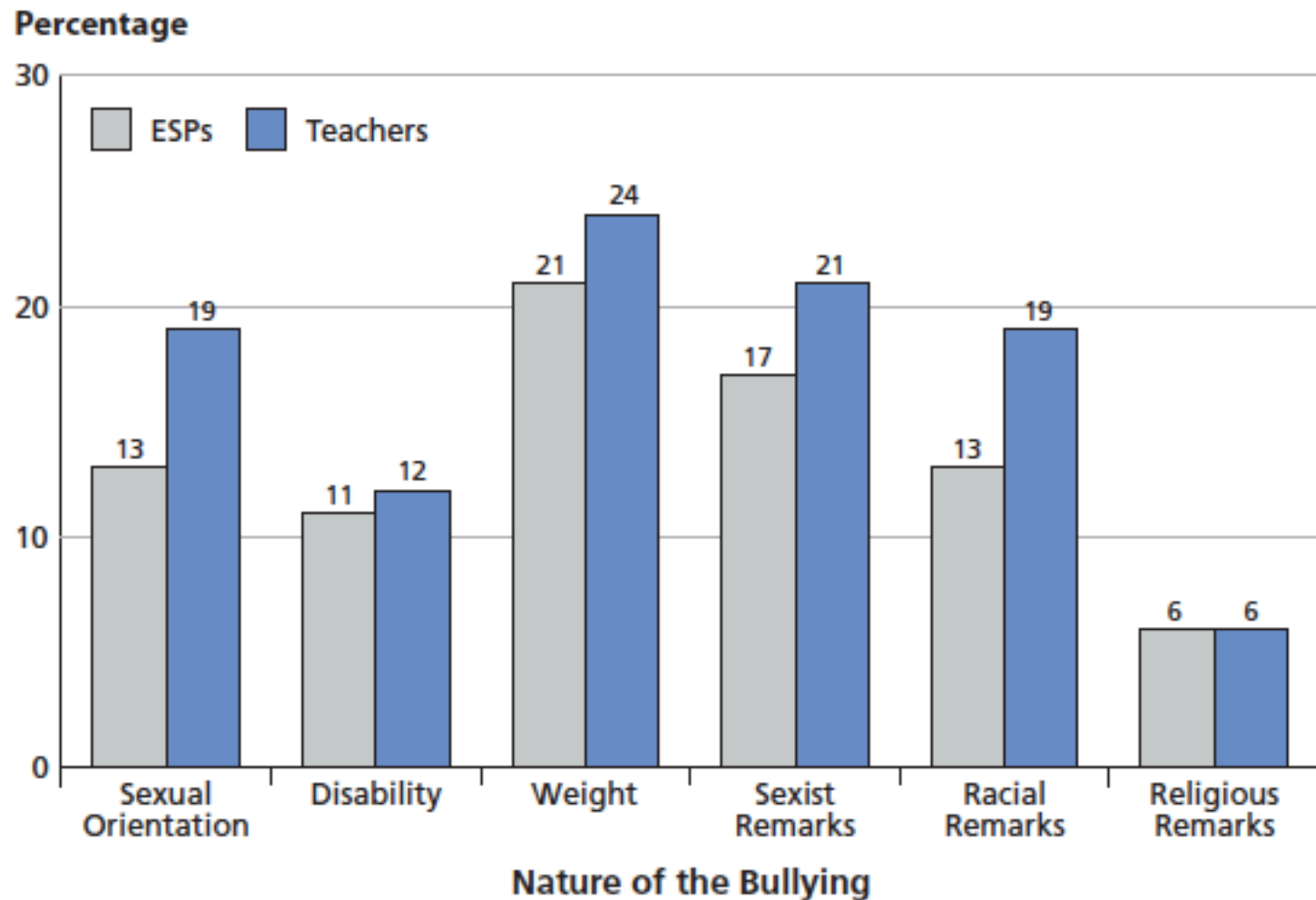
Figure 9. Percentage of Staff Who Reported a Need for Additional Training in Intervening with Different Forms of Bullying





# What types of bullying behaviors are school staff seeing?

**Figure 5. Percentage of Staff Who Reported that Bullying Behaviors Were a Moderate/Major Problem**



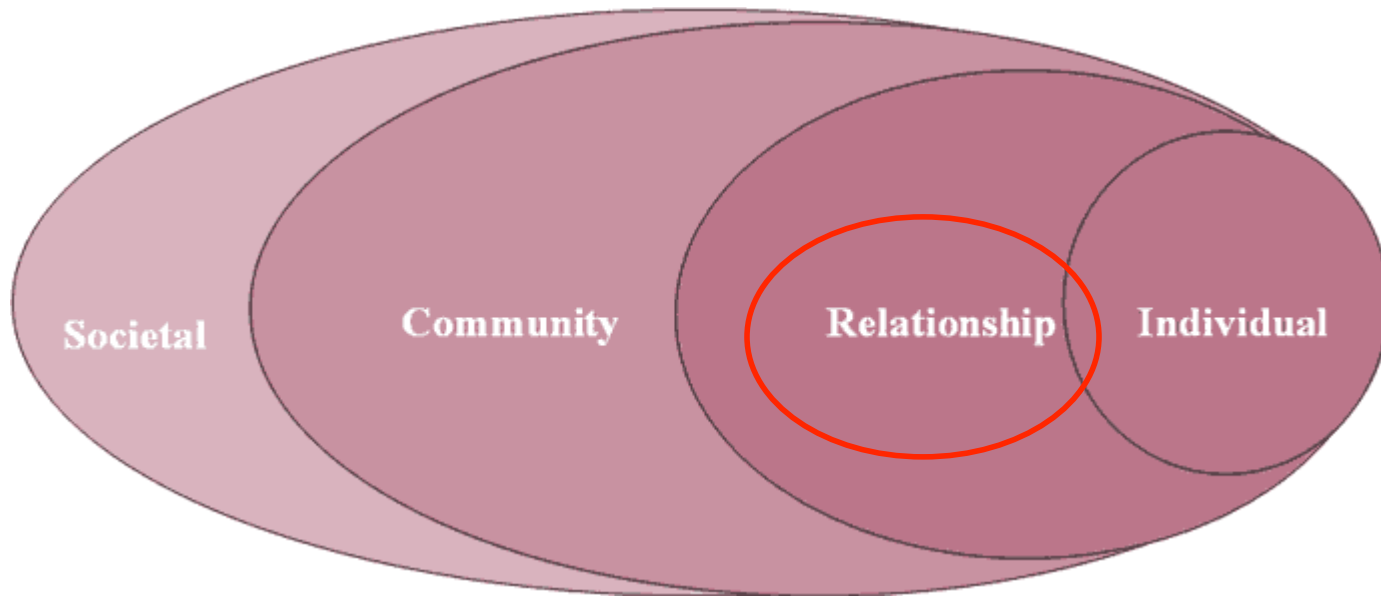
# Identity-based bullying

- Perceived or actual group membership of target
- Focuses on the **MOTIVATION** behind the behavior and highlights the discriminatory nature of bullying
- **“Failure to assess for bias in bullying masks its added consequence”** (*Poteat et al. 2011*)
- How do youth make meaning as to the source of discrimination/bullying?
  - “You get bashed because you’re queer. No, no, no; it happened because I’m Black... its never that clear”** – (*Daley et al 2008*)
- Common marginalized identities in schools/communities
  - Ability based bullying and harassment
  - Weight based bullying and harassment
  - Sexual orientation/gender identity bullying and harassment

# What shapes attitudes and norms about “identities” ...

- Jennifer Livingston: [Community Responsibility](#) ?
  - 3 yr olds assign negative characteristics to overweight peers: “lazy”, “stupid”, “ugly”, “liar” (*Haines et al 2009*)
- Culture of the school (*Meyer 2009*)
  - “the culture of the school accepts the public and persistent sexual harassment of female students by teachers and peers”
- **School Policy:** LG youth living in counties where fewer school districts who have enumeration policies → 2.5x more likely to have attempted suicide **compared to youth living in counties with more school districts that had these policies** (*Hatzenbuehler, et al. 2013*)
- **Social Norms:** Volition control and marginalized identity?
  - **CHOICE?** Free Will? Inherited/”Born that way”?

# Bullying is complex and systemic



“Bullying is not the sum of unpleasant behaviors that are owned by children, **But the product of complex interactions within a system of social relationships that cannot be changed by simply removing bullies or reinforcing victims**”

# Principles of Bullying Prevention

- Misdirections in Bullying prevention
- Premise # 1:
  - Bullying is a social relationship problem and thus requires relationship focused solutions
- Premise # 2:
  - Bullying prevention efforts must be integrated across all levels of the social-ecological model and involve multiple stakeholders

# Effective Policies and Practices for Schools

Improve and assess SCHOOL CLIMATE

Assess bullying/victimization – needs assessment

Train ALL staff! (bus drivers, paraprofessionals etc)

Create an advisory team

Actively include parents, staff and students

Disseminate clear rules and consequences

Allow class time for social emotional learning

Evaluate and Reflect Annually

# Start Early! And Focus on Social Skills!

- Early prevention efforts are more effective
- Social emotional learning (SEL) can contribute/bolster bullying prevention efforts and improve outcomes
  - **What is SEL:** process of integrating thinking, feeling and behaving in order to become aware of self/others, make responsible decisions, and regulate ones behavior/emotions
  - SEL programs have been effective in reducing disciplinary referrals, arrests, school absences, aggressive behavior and improve academic achievement
  - SEL programs focus on: **EMPATHY, EMOTION MANAGEMENT, PROBLEM SOLVING and SOCIAL COMPETENCE**
  - [CASEL](#)



# CONNECTING BULLYING PREVENTION TO EMOTIONAL INTELLIGENCE AND PBIS

Published Online: February 18, 2014

Published in Print: February 19, 2014, as *An Emotionally Intelligent Approach to Bullying Prevention*

COMMENTARY

## **Preventing Bullying With Emotional Intelligence**

By Marc A. Brackett and Susan E. Rivers

ARTICLE TOOLS



# PBIS and Bullying Prevention

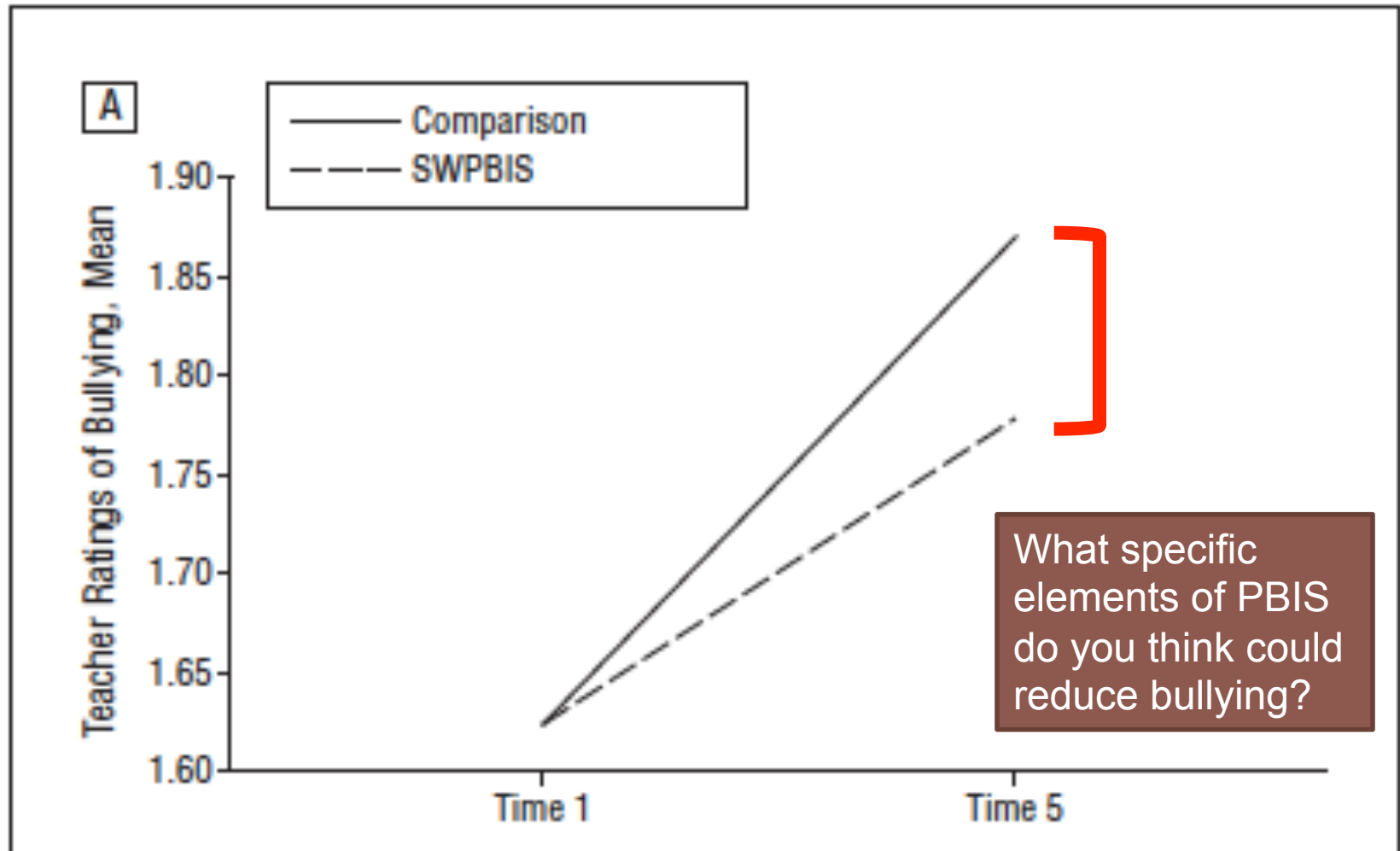
- How do you all see PBIS and MTSS systems in your schools contributing to an overall positive school climate?
  - How do you see the connection between PBIS and bullying prevention?
- 1) PBIS addresses school climate and school discipline which contribute to bullying victimization
  - 2) PBIS aims to change adult behavior and create consistency across classrooms and settings within the school
  - 3) PBIS is a data driven program – could help identify trends or resources needed for bullying prevention

# PBIS provides framework for integration



- Integration of programs at the school level that aim to support student academic, social/emotional and behavioral outcomes
- Use data to inform best practices and local strategies
- Alternative to punitive strategies, such as zero tolerance policies which have been ineffective
- Build on existing organizational structure to ensure sustainable implementation of evidenced based bullying prevention strategies
  - As opposed to 1x seminar
  - Example: Maryland Safe and Supportive Schools Initiative (MDS3)

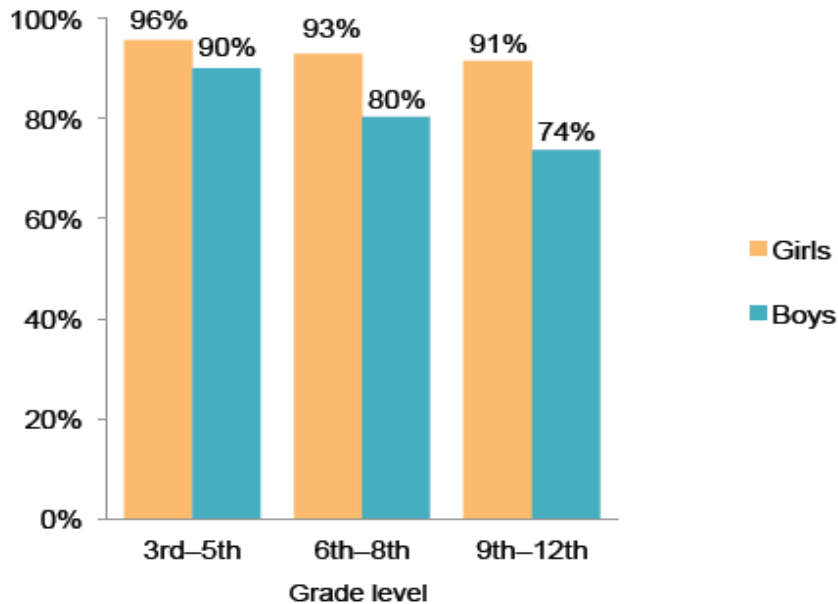
# Evidence: PBIS & Bullying Prevention



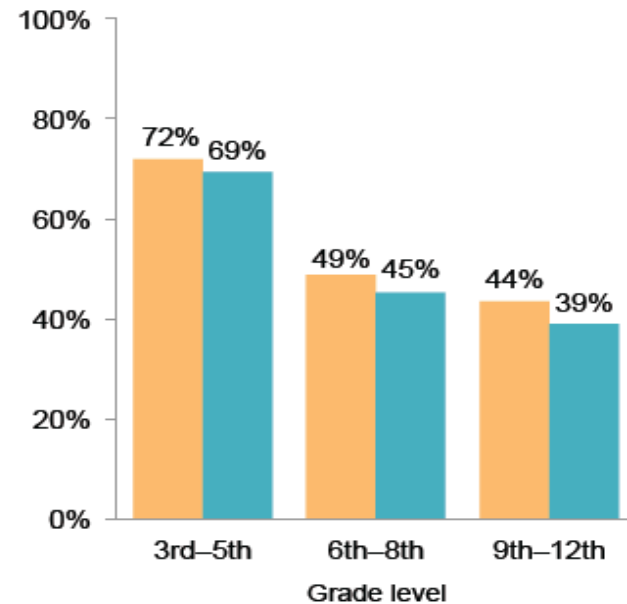
# Bullying is a relationship problem – and it *requires relationship solutions*

- 30% of bullies who are aware of the negative effects on victims are more concerned with personal consequences

**Figure 16.** Students who “feel a bit sorry” or “feel sorry and want to help” when they see a student their age being bullied at school



**Figure 17.** Students who try to help the bullied student if they see or learn that a student their age is being bullied



# Empathy

- Empathy = one's emotional reaction to another's individual state that consists of experiencing the perceived emotional state vicariously
  - [What is Empathy?](#)
- Empathy is the foundation for emotional intelligence
  - Need to identify and develop own emotions before you have the ability to take perspectives on how others might feel
  - Empathy is negatively associated with bullying and aggression and positively associated with academic achievement (GPA and reading skills)

## HOW DO WE TEACH EMPATHY?

- [Start Empathy Initiative - Ashoka](#)
- MS and HS students stated that they needed **“to learn how to get along with people we dislike or who are disliked”** and also **“to help kids with their problems and their anger”**

# Emotional Intelligence

- Qualities such as self-awareness, self-discipline, persistence, and empathy are more important than IQ for life success
- 4 core components of emotional intelligence
  1. **Self Awareness**: recognize, name, and understand their emotions
  2. **Self-Regulation**: Manage their emotions and control their moods
  3. **Empathy**: Recognize and respond to emotions in other
  4. **Social Skills**: Be socially competent

[Emotional Intelligence - Dan Coleman](#)

**Emotional Intelligence -- The Forgotten Key to Educational Success**



# Creating empathic and emotionally intelligent classrooms - examples

- Undercurrent – need to establish emotional intelligence within individual students to achieve collective empathy and social norms
- Importance of social emotional learning curriculum and strategies to improve academic success
  - PBiS is a social emotional learning tool that strives to promote positive behavioral interactions and ultimately change school culture and climate
- Responsive Classrooms
- Ruler Approach: [Yale Center for Emotional Intelligence](#)
- Playworks: [Recess Reimagined](#)
  - SEL infused structured recess

# Emotional Intelligence and Development

## Can Emotional Intelligence Be Taught?



Holly Andres for The New York Times



# The need for emotional support

- Emotional/behavioral disturbances are prevalent among American youth
- 1 in 5 American youth experience problems with anxiety and/or depression
- Emotional/behavioral problems undermine individual learning, peer relationships, and classroom/school climate
- Schools need training/capacity to support and improve emotional/behavioral development of students
- SEL programs can provide curricula integration of academic and emotional/behavioral needs
  - Meta analyses revealed that SEL programs increase academic performance – 11<sup>th</sup> percentile point gain on testing scores

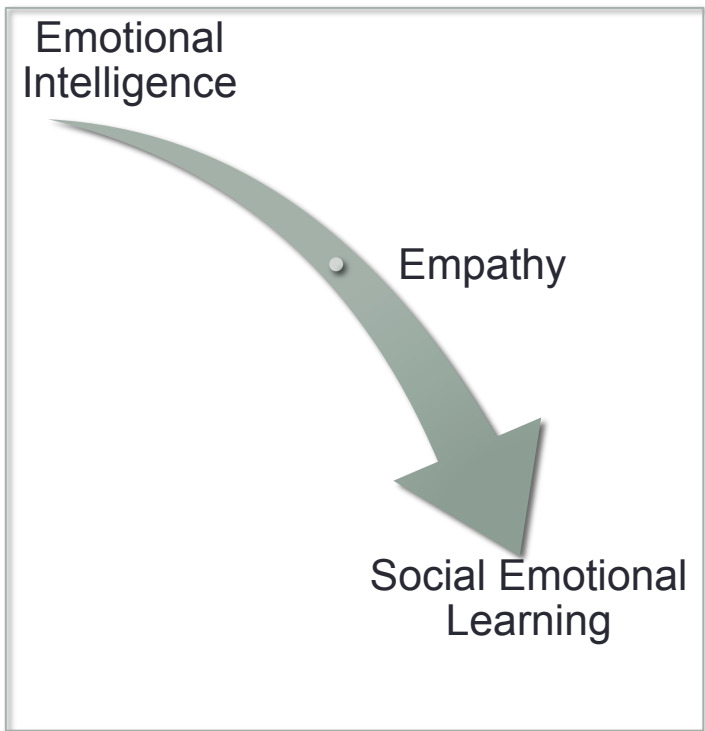
# Lessons from the field...



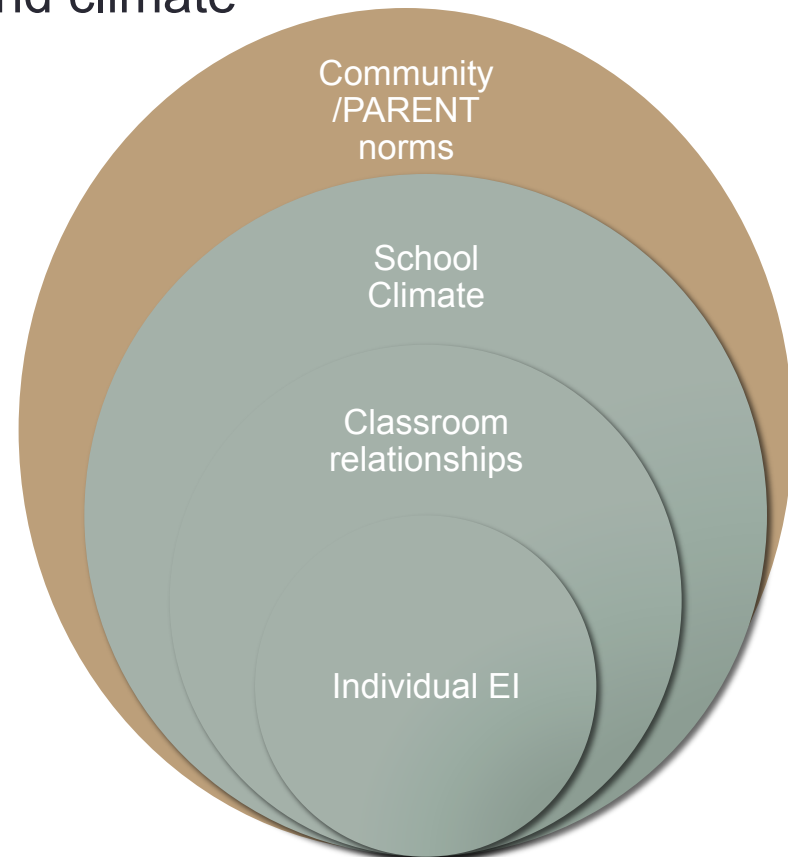
- How have you in your classrooms, schools or communities encouraged the development of empathy and or emotional intelligence?
- What strategies have been successful?
- What issues are you still grappling with?
- How do you see the connection between emotional intelligence, empathy, bullying prevention and PBiS?

# Bringing it all together...

- SEL strategies and structures should be considered bullying prevention programs as well as programs to improve academic and behavioral outcomes seamless
  - Avoids having schools and teachers “choose” programs
  - SEL focuses on improving relationships and climate



**SEL cannot happen if students don't feel safe and supported, i.e. bullying/harassment**



# Resources

- Ashoka Start Empathy: <http://startempathy.org/>
- Edutopia Empathy: <http://www.edutopia.org/blog/valentines-day-learning-resources-empathy-matt-davis>
- Responsive Classrooms: <https://www.responsiveclassroom.org/>
- Yale Center for Emotional Intelligence: <http://ei.yale.edu/ruler/>
  - <http://ei.yale.edu/wp-content/uploads/2013/09/Transforming-Students%E2%80%99-Lives-with-Social-and-Emotional-Learning.pdf>
- UC Berkley Greater Good Science Center: <http://greatergood.berkeley.edu/>
- Collaborative for Academic, Social and Emotional Learning (CASEL): <http://www.casel.org/>

# Highlighting key resources

- CASEL reviewed effective SEL programs for PreK-6

<http://www.casel.org/guide/ratings/elementary>

Program Name	Grade Range Covered	Characteristics of Sample Evaluated				Study Design		Evaluation Outcomes			
		Grades Evaluated	Geographic Location	Student Race/Ethnicity	% Reduced Lunch	Quasi-Experimental	Randomized Controlled Trial	Improved Academic Performance	Increased Positive Social Behavior	Reduced Conduct Problems	Reduced Emotional Distress
Responsive Classroom	K-6	3-5	Urban	Diverse	35	✓ (1)		✓			
RULER Approach	K-8	5-6	Suburban	Caucasian, Diverse	6-7	✓ (1)		✓	✓		
Second Step	PreK-8	1-6	Suburban, Urban	Diverse	20-75	✓ (2)	✓ (2)		✓	✓	✓

- Center on Great Teachers & Leaders at American Institutes for Research
  - Integrating social and emotional learning into classrooms
  - [SEL Professional Development Learning Module](#)

# Questions?? & Comments

Thank you!!!  
[bgarnett@uvm.edu](mailto:bgarnett@uvm.edu)



“Educating the mind without educating the heart is no education at all”  
~ Aristotle